

The University of North Carolina  
at Greensboro

JACKSON LIBRARY



CQ

no. 1252

UNIVERSITY ARCHIVES

BRENDLE, AVA A. The Relationship of Selected Factors to Teacher Morale Among Teachers in Burke County, North Carolina. (1974) Directed by: Dr. Mildred Johnson. Pp. 87

The purpose of this study was to determine the relationship of selected factors to teacher morale. It was hypothesized that there would be no significant relationships among teachers' morale scores and school, age, sex, marital status, level of education, years of teaching experience, salary, teaching field, and in-service education. It was also hypothesized that there would be no significant relationships between teachers' morale scores and the ten dimensions of the Purdue Teacher Opinionnaire.

The subjects were the teachers in the five senior high schools in Burke County, North Carolina. Responses were obtained from 101 of the 175 teachers. Findings were based on responses of ninety-eight teachers.

The Purdue Teacher Opinionnaire and a personal data form were used to collect the data. Stanine scores were used for comparison with the norms established for the instrument. The Multi-Variate Analysis of Variance program was used to determine significant relationships among the variables.

Within the limitations set for the study, the following conclusions were made:

1. The teachers of this study had a lower level of morale than the norm with respect to "satisfaction with teaching" and "school facilities and services." A higher level of morale was reported in relation to "rapport among teachers."

2. A significant relationship was found between school and the dimensions "curriculum issues," "teacher salary," and "community support for education."
3. A significant relationship was found between age and "teacher rapport with principal."
4. A significant relationship was found between sex of teachers and "teacher salary" and "teacher status."
5. A significant relationship was found between marital status and "teacher salary" and "teacher load."
6. The relationship between years of teaching experience and teacher morale was significant for the dimension "teacher load."
7. A significant relationship was found between salary and "school facilities and services."
8. There were no statistically significant relationships between the educational level of the teachers and morale dimensions as measured by the Purdue Teacher Opinionnaire.
9. There were no significant relationships between teacher morale and teaching field.
10. The relationship between in-service education and teacher morale was significant for nine of the ten morale dimensions measured.
11. The lowest levels of morale were found in relation to the dimension "school facilities and services."

Identifying the factors that are related to teacher morale could provide the basis for improving the teaching-learning environment. Periodic evaluations of the level of morale could enable administrators and teachers to work through dissatisfactions before they become major problems.

THE RELATIONSHIP OF SELECTED FACTORS TO  
"TEACHER MORALE AMONG TEACHERS IN  
BURKE COUNTY, NORTH CAROLINA

by

Ava A. Brendle  
"

A Thesis Submitted to  
the Faculty of the Graduate School at  
The University of North Carolina at Greensboro  
in Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Home Economics

Greensboro  
1974

Approved by

Michael B. Johnson  
Thesis Adviser

APPROVAL PAGE

This thesis has been approved by the following  
committee of the Faculty of the Graduate School at The  
University of North Carolina at Greensboro.

Thesis Adviser

Spencer B. Johnson

Committee Members

Barbara Clawson

Nancy White

Nov. 9, 1974  
Date of Acceptance by Committee

### ACKNOWLEDGEMENTS

The writer wishes to express her appreciation to those who have devoted their time and effort in helping her to complete this study.

Sincere appreciation is extended to Dr. Mildred Johnson, director of this thesis, for her guidance and enthusiasm; to Dr. Barbara Clawson and Dr. Nancy White, members of the thesis committee, for their helpful suggestions and interest in this study; and to the teachers for participating in this study.

# TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS. . . . .	iii
LIST OF TABLES. . . . .	vi
LIST OF FIGURES . . . . .	vii
CHAPTER	
I. OVERVIEW OF THE STUDY. . . . .	1
Purpose of the Study. . . . .	3
Assumptions . . . . .	4
Limitations . . . . .	5
Definitions of Terms Used . . . . .	6
Study Design. . . . .	6
II. REVIEW OF LITERATURE . . . . .	8
Administrative Behavior and Teacher Morale . . . . .	8
Individual Factors and Teacher Morale . . . . .	13
School Environment and Teacher Morale . . . . .	21
III. PROCEDURE. . . . .	25
Participants. . . . .	25
Instrument. . . . .	25
Collection of Data. . . . .	27
Analysis of Data. . . . .	28
IV. ANALYSIS OF DATA . . . . .	30
Description of Teachers . . . . .	30
Level of Morale . . . . .	34
Stanine Scores. . . . .	38
Relationship of Selected Dimensions of Teacher Morale to Various Factors. . . . .	42



CHAPTER	Page
Relationship of Selected Dimensions of Teacher Morale to School.....	43
Relationship of Selected Dimensions of Teacher Morale to Age.....	43
Relationship of Selected Dimensions of Teacher Morale to Sex.....	44
Relationship of Selected Dimensions of Teacher Morale to Marital Status...	44
Relationship of Selected Dimensions of Teacher Morale to Educational Level.....	44
Relationship of Selected Dimensions of Teacher Morale to Years of Teaching Experience.....	46
Relationship of Selected Dimensions of Teacher Morale to Salary.....	46
Relationship of Selected Dimensions of Teacher Morale to Teaching Field...	47
Relationship of Selected Dimensions of Teacher Morale to In-Service Education.....	47
V. SUMMARY AND IMPLICATIONS.....	50
The Problem.....	50
Assumptions.....	51
Limitations.....	51
Study Design.....	52
Major Findings.....	52
Implications.....	56
School Program.....	56
Further Study.....	57
BIBLIOGRAPHY.....	59
APPENDICES.....	63
APPENDIX A	
Description of the Dimensions of Teacher Morale.....	65
APPENDIX B	
Letter of Introduction.....	68
First Follow-up Letter.....	69
Follow-up Letter of Appreciation.....	70
APPENDIX C	
Personal Data Form.....	73



## LIST OF TABLES

TABLE	Page
1 Numbers and Percentages of Variables Representing Background and Preparation of Teachers.....	32
2 The Relationship of Selected Dimensions of Teacher Morale to School, Age, Sex, Marital Status, Level of Education.....	45
3 The Relationship of Selected Dimensions of Teacher Morale to Years of Teaching Experience, Salary, Teaching Field, and In-Service Education.....	48

# LIST OF FIGURES

Figure	Page
1 Percentage Distribution of Teachers by Stanines for <u>PTO</u> --Teacher Rapport with Principal.....	40
2 Percentage Distribution of Teachers by Stanines for <u>PTO</u> --Teacher Salary.....	40
3 Percentage Distribution of Teachers by Stanines for <u>PTO</u> --Teacher Load.....	40
4 Percentage Distribution of Teachers by Stanines for <u>PTO</u> --Teacher Status.....	40
5 Percentage Distribution of Teachers by Stanines for <u>PTO</u> --Community Support for Education.....	40
6 Percentage Distribution of Teachers by Stanines for <u>PTO</u> --Community Pressures.....	40
7 Percentage Distribution of Teachers by Stanines for <u>PTO</u> --Total Scores.....	41
8 Percentage Distribution of Teachers by Stanines for <u>PTO</u> --Satisfaction with Teaching.....	41
9 Percentage Distribution of Teachers by Stanines for <u>PTO</u> --School Facilities and Services.....	41
10 Percentage Distribution of Teachers by Stanines for <u>PTO</u> --Rapport Among Teachers.....	41
11 Percentage Distribution of Teachers by Stanines for <u>PTO</u> --Curriculum Issues.....	41

## CHAPTER I

### OVERVIEW OF THE STUDY

A major concern of most educators is that of improving the quality of education for the students. Evidence has indicated that schools with high teacher morale also have superior instruction which contributes to more effective learning. Wood remarked that the school administrator should consider the morale of his faculty as an important determiner of the success of his educational program.<sup>1</sup>

According to Ellenburg, morale

. . . . assists in establishing the character of a school. It is one of the factors which may determine whether a school functions at its best, demanding and receiving the utmost from its students, or whether it is happy just to see the passing of another day.<sup>2</sup>

The morale of teachers in the midst of educational change is likely to influence the success of the change. Perullo contended that teachers could not guarantee the success of an innovation, but that they could insure its failure by refusing to implement it. It was stated that the teacher was the crucial link between the innovative

---

<sup>1</sup>Charles L. Wood, "The Principal and Faculty Morale," Journal of Secondary Education 43 (December 1968): 353.

<sup>2</sup>F. C. Ellenburg, "Factors Affecting Teacher Morale," Education Digest 38 (March 1973): 5.

concept and its successful implementation in his or her classroom.<sup>3</sup> Owens and Steinhoff supported this contention. They stated: "...even the most carefully designed instructional programs depend ultimately upon the level of faculty commitment for successful implementation. Programs that fail to adequately consider the needs of people affected are unlikely to succeed."<sup>4</sup> Determining the level of teacher morale may provide one basis for evaluating teachers' responses to innovations that are affecting them.

Changes have occurred during the past three years that could have an effect on the quality of education in the secondary schools of Burke County, North Carolina. Some of these changes included school consolidation, lengthened term of employment, and state-wide salary increments. The two new schools, built to accommodate consolidation, incorporate innovations in modern educational architecture which reflect trends in educational theory.

Prior to 1973 the Burke County School System included eight traditional high schools. In August, 1973, four of these schools were consolidated into Freedom High, a school unique among North Carolina's high schools because of the

---

<sup>3</sup> Louis Peter Perullo, "A Study of the Relationship Between School Climate and Teacher Morale" (Ph. D. dissertation, Boston University School of Education, 1973), p. 2.

<sup>4</sup> R. G. Owens and C. R. Steinhoff, "Strategies for Improving Inner-City Schools," Phi Delta Kappan 50 (January 1969): 259-63.

amount of open and semi-open space designed for a high school program. Because of an increased number of students, course offerings were expanded to include new areas such as electronics and transportation. Another curriculum innovation transformed Freedom High to a quarter high school, set up on twelve-week quarters. The student can make a change in course selections following each quarter.

The opening of the new school was preceded by involvement on the part of students, teachers, administrators, and the school board members in planning, visiting schools of similar design, in-service training, and student orientation. A similar procedure was being followed in preparation for the opening of a second school of similar architecture in the fall of 1974. This school consolidated the county's four remaining high schools.<sup>5</sup> Thus, at the time this study was conducted, the participants were either in the first year of consolidation or were making preparation for consolidation.

#### Purpose of the Study

The purposes of the study were: (1) to determine the general level of morale of teachers in the five senior high schools in Burke County, North Carolina; (2) to compare the level of morale of this particular group of

---

<sup>5</sup>Sue Cause, "Freedom High School Hums," North Carolina Public Schools 38 (Winter 1974): 4-6.

teachers to the norms established for the Purdue Teacher Opinionnaire; (3) to compare teachers' perceptions of ten selected dimensions related to teacher morale; (4) to determine the relationship of each of these selected dimensions to school, age, sex, marital status, level of education, years of teaching experience, salary, teaching field, and in-service education. An analysis of the level of teacher morale could identify possible sources of dissatisfaction within a school system and the satisfying elements of the teacher's job. The data could also identify areas in which further research is needed.

Thus it was hypothesized that:

1. There were no significant relationships in teachers' morale scores as measured by the Purdue Teacher Opinionnaire when compared by: (1) school, (2) age, (3) sex, (4) marital status, (5) level of education, (6) years of teaching experience, (7) salary, (8) subject area taught, and (9) in-service education.
2. There are no significant relationships in teachers' morale scores among the following dimensions of the Purdue Teacher Opinionnaire: (1) rapport with principal, (2) satisfaction with teaching, (3) rapport with teachers, (4) teacher salary, (5) teacher load, (6) curriculum issues, (7) teacher status, (8) community support for education, (9) school facilities and services, and (10) community pressures.

#### Assumptions

Any study of teacher morale is based on certain assumptions. The primary assumption on which all research on teacher morale is based was stated by McKenna in the



following manner: "High morale is related to quality teaching. Schools and, ultimately, the recipients of educational endeavor, the children, will benefit from teachers' high morale."<sup>6</sup> It was also assumed that indications of the presence and absence of high morale could be observed and recorded. Another assumption was that the objective of school personnel administrators was to develop and evaluate those policies and practices that maintain or raise the morale of individuals and groups.<sup>7</sup>

Two additional assumptions were made in relation to this study:

1. Teachers are willing to respond to statements pertaining to their perceptions of self and certain educational issues.
2. The respondents will record their emotional reactions honestly.

### Limitations

This study was limited to the teachers of the five senior high schools in Burke County, North Carolina. The population was further limited to those teachers who were willing to respond to the instrument.

---

<sup>6</sup>Lawrence Edward McKenna, "A Study of the Relationships Between Teacher Morale and Knowledge of the Sumner County School System in Tennessee" (Master's thesis, Austin Peay State University, 1971), p. 32.

<sup>7</sup>Frederick L. Redeffer, "Teacher Morale and the Quality of Education," Nation's Schools 59 (February 1957): 54.



An additional limitation was the method in which the instrument was administered. Because of administrative preferences the method of presentation varied. In two of the schools the forms and instructions were distributed during a faculty meeting. In three schools the forms were placed in the teachers' mailboxes. Therefore, explanations of the study could have varied. It was noted that the percentage of returns was higher in the three schools in which the forms were placed in the mailboxes.

The description of morale was limited to those factors contained in the Purdue Teacher Opinionnaire.

#### Definitions of Terms Used

Morale--The professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation.<sup>8</sup>

PTO--The abbreviation of Purdue Teacher Opinionnaire that will be used throughout the remainder of the report.

#### Study Design

The PTO was selected as the instrument to measure the level of teacher morale among teachers in Burke County, North Carolina. The instrument measures ten dimensions related to level of morale. A description of each of the

---

<sup>8</sup>Ralph R. Bentley and Averno M. Rempel, Manual for the Purdue Teacher Opinionnaire (West Lafayette, Indiana: Purdue Research Foundation, 1970), p. 2.

dimensions is included in Appendix A. A personal data form was developed to obtain the following information: (1) school, (2) age, (3) sex, (4) marital status, (5) level of education, (6) years of teaching experience, (7) salary, and (8) teaching field. A question pertaining to in-service education was also asked. The principal in each school was responsible for the distribution of the PTO and personal data forms. After completing the forms, the teachers were instructed to return the forms to the principal's office. Two follow-up letters requested the return of the PTO and personal data forms.

The data were coded for statistical computations. Descriptive data were tabulated and stanines were determined to compare the general level of morale of the participants of this study with norms established for the PTO. The Multi-Variate Analysis of Variance program was used to test for significant differences on the ten specific dimensions of morale among the teachers grouped according to school, age, sex, marital status, level of education, years of teaching experience, salary, teaching field, and in-service education.

## CHAPTER II

### REVIEW OF LITERATURE

Teacher morale has been the focus of many studies during the past thirty years. Attempts have been made to identify factors which are conducive to high teacher morale and factors which tend to lower teacher morale. The conclusions of the various studies were inconsistent with respect to some factors identified; however, each study contributes to an understanding of conditions related to morale.

The review of literature focused on three areas related to teacher morale. They were: (1) administrative behavior and teacher morale, (2) individual factors and teacher morale, and (3) school environment and teacher morale.

#### Administrative Behavior and Teacher Morale

There was agreement among many studies that administrators, and principals in particular, were in a key position to affect the level of teacher morale. Between 1940 and 1950, Juckett made a study of the fifteen most important factors in morale as judged by the teachers of Franklin D. Roosevelt High School, Hyde Park, New York. Nine of the most important factors were related directly, or indirectly,

to the responsibilities of administrators: (1) open communication between teachers and supervisors, (2) democratic supervisors, (3) faculty participation in management of school affairs, (4) positive action by supervisors and administrators, (5) rules and regulations that were in written form, (6) elimination of useless red tape and archaic rules, (7) faculty committees to work on solving school problems, (8) equal work schedules, and (9) frequent faculty meetings only if necessary.<sup>1</sup>

In 1955, Bidwell used a two-part questionnaire to survey teacher morale. The first part of the questionnaire was designed to measure the perceptions and expectations of the respondents regarding the principal and superintendent. The second part of the questionnaire sought to establish the degree of satisfaction of the respondent with the teaching situation. The sample used was described as neither random nor representative. The 368 teachers from five school systems were selected on the basis of accessibility and willingness to respond. From an analysis of the responses, it was concluded that morale was higher when teachers perceived the behavior of administrators as being consistent with their expectations.<sup>2</sup>

---

<sup>1</sup>Edwin Juckett, "Staff Morale," Bulletin of the National Association of Secondary School Principals 34 (December 1950): 161.

<sup>2</sup>Charles E. Bidwell, "The Administrative Role and Satisfaction in Teaching," Journal of Educational Sociology 29 (September 1955): 41-47.

O'Conner's study of 303 teachers in central New York attempted to measure the overall level of satisfaction or dissatisfaction with the conditions of work found in different schools and to determine what factors in a school situation might be associated with satisfaction or dissatisfaction of a teacher with his work. An analysis of the teachers' reactions to sixteen general questions disclosed that the most consistent relationship with the overall level of morale was the way in which the teacher felt about his superior or administrator. It was also found that happier teachers had more democratic relations with their supervisors in regard to scheduling, being rated, and participating in faculty meetings.<sup>3</sup>

Surveys of twenty school systems over an eighteen year period by George Peabody College for Teachers were designed to determine the factors affecting teacher morale. The teachers involved were asked the following questions:

1. What could be done to improve teacher morale?
2. What have you found to be the most pressing problems in your school?
3. What are the strong points in your school system?

The most frequent suggestions offered in response to the first question were a good salary and reasonably small classes. Large classes, poor buildings, and lack of a rest

---

<sup>3</sup>William Francis O'Conner, Jr., "A Study of Some Selected Factors Related to Teacher Morale" (Ph. D. dissertation, Cornell University, 1958), Abstract: Dissertation Abstracts 19: 1277.



period were found to be the most pressing problems. Responses to the third question revealed the importance of good administration.<sup>4</sup>

From a survey of 230 teachers and principals, Spracklin tabulated a rank order for factors that contributed to good teacher morale. Of the top twenty items the following ten were related to the role of the administrator: (1) firm support on discipline problems; (2) cooperation among the staff concerning school problems; (3) friendly relationships with the staff; (4) confidence in the staff shown by superiors; (5) having well defined and obtainable aims and goals; (6) leadership by the building principal; (7) recognition of good work; (8) having a workable means of communication; (9) balanced teaching load; and (10) participation in making policies for control of pupils, promotion, and grouping.<sup>5</sup>

Napier used a three-part questionnaire to investigate the level of teacher morale of 636 teachers. The questionnaire consisted of forms to obtain personal data, a statement of morale, and a series of questions designed to determine what factors contributed to the stated level of morale.

---

<sup>4</sup>Henry Harab, "Many Factors Affect Teacher Morale," Nation's Schools 63 (June 1959): 56, 75.

<sup>5</sup>Guy Elden Spracklin, "Factors That Contribute to Good Teacher Morale," (Master's thesis, Chico State College 1960), p. 58.

The study concluded that high teacher morale was associated with:

1. The administrator's understanding and appreciation of the teacher as an individual.
2. The confidence of the teacher in the administration's professional competency.
3. The support the teacher receives from the administration regarding discipline problems.
4. Teacher participation in the formulation of the policies that affect them.
5. Adequate facilities and equipment.
6. Adequate teaching supplies.
7. Teaching assignments that are commensurable with training.
8. Fair and equitable distribution of extra-curricular assignments.
9. Professional training provided through the in-service program.
10. Job security.
11. Adequate policy for leaves of absence.
12. Fair and equitable distribution of the teaching load.
13. Salaries which are comparable with other professions requiring equal training.<sup>6</sup>

Characteristics of schools with high teacher morale were identified by Wood. Some of the characteristics included were effective principal-teacher relationships, principals who treated the faculty as professionals, a relationship of helpfulness among teachers and the administrators, low tensions among the professional staff, and principals who encouraged freedom for teachers to plan and conduct their own classes.<sup>7</sup>

---

<sup>6</sup>Thomas Gayle Napier, "Teacher Morale," (Ph. D. dissertation, University of Nebraska Teachers College, 1966), p. 109.

<sup>7</sup>Charles L. Wood, "The Principal and Faculty Morale," Journal of Secondary Education 43 (December 1968): 353.



These studies indicated that administrators were in a key position to affect the level of teacher morale. Principals who treated their faculty as professionals and who were democratic in determining school policies and procedures were more likely to have schools in which the level of teacher morale was high than were principals who were authoritarian in their relationships with teachers.

#### Individual Factors and Teacher Morale

The factors related to teacher morale reviewed in this section are the characteristics that are individual to each person or specific characteristics that are related to individual situations. The factors mentioned most often are salary, sex, marital status, age, level of education, and years of teaching experience. Also included are studies of the relationships of student achievement and subject area to morale.

In a 1948 study of four hundred teachers, Hand found that salary was the most crucial factor contributing to high teacher morale. The findings also indicated that high morale teachers felt that they "counted for something," liked their students, and knew them well.<sup>8</sup>

From the responses of 1067 teachers in 117 schools, Hedlund and Brown reported the following conditions as

---

<sup>8</sup>Harold C. Hand, "What Makes for High Teacher Morale," Educational Leadership 5 (January 1948): 297.

contributing to low teacher morale:

1. Salary insufficient for living as well as others carrying similar responsibility.
2. Inadequate opportunity for financial advancement in classroom teaching.
3. Salary schedule lower than community can reasonably afford.
4. Teaching is generally tiring to the extent that the teacher cannot be his best self socially after school hours.
5. Working conditions do not encourage the teacher to improve the quality of his work.
6. Inadequate opportunity for professional advancement in classroom teaching.<sup>9</sup>

A questionnaire was used by Chase to examine the level of morale in 1784 teachers in two hundred school systems in forty-three states. An analysis of the findings yielded the following conclusions:

1. Elementary teachers were more enthusiastic about their jobs than secondary teachers.
2. Women were more enthusiastic than men.
3. Married teachers were more enthusiastic than single teachers.
4. Teachers rated by their superintendents as superior tended to be considerably more enthusiastic than those rated below average.
5. The extent of satisfaction with the system tended to increase with years of teaching experience and with length of service in the system.
6. The extent of satisfaction with the system tended to increase with salary and with the amount of recent salary increases.<sup>10</sup>

Schultz employed a questionnaire to survey the morale of 776 teachers graduated from the University of

---

<sup>9</sup>Paul A. Hedlund and Foster S. Brown, "Conditions That Lower Teacher Morale," Nation's Schools 48 (September 1951): 41.

<sup>10</sup>F. S. Chase, "Factors for Satisfaction in Teaching," Phi Delta Kappan 33 (November 1951): 127.

Illinois between 1948 and 1950. An analysis of the data revealed that sex and marital status were related to morale. Male teachers and married teachers were more dissatisfied. From the findings it was concluded that the subject taught, the size of the community, the length of teaching experience, and the amount of academic preparation did not appear to be factors that significantly affected teacher morale.<sup>11</sup>

A study by Anderson of twenty Iowa secondary schools represented an attempt to objectively demonstrate that high teacher morale is good for schools. The teachers' level of morale was determined by personal interviews. A standardized test was selected to measure student achievement. Anderson concluded

. . . teachers in secondary schools whose pupils achieve relatively high scholastically appear to have higher morale than do teachers in schools with relatively low pupil achievement. It seems plausible to assume, therefore, that morale of teachers does make a difference in the scholastic achievement of their pupils.<sup>12</sup>

An opinionnaire which yielded a Morale Tendency Score was used by Redefer in a study of twenty-four school systems involving five thousand teachers. This research established the following generalizations:

1. Teacher morale is closely related to the

---

<sup>11</sup>Raymond Schultz, "Keeping up Teacher Morale," Nation's Schools 23 (October 1952): 53.

<sup>12</sup>Lester Anderson, "Teacher Morale and Student Achievement," Journal of Educational Research 46 (May 1953): 696.

- quality of education in individual schools.
2. Teacher morale has a significant correlation with teacher ratings by superiors.
3. Marital status, sex, and age are not determining factors of teacher morale status.
4. Salary and salary schedules, although important, do not determine the status of teacher morale.
5. The socio-economic status of the community is not closely related to the status of teacher morale.
6. "Problem schools" do not necessarily cause low teacher morale.<sup>13</sup>

The purpose of a study by Mathis was to design and test an attitude inventory for measuring teacher morale and to determine if teacher morale was significantly related to salary policy. The inventory consisted of fifty multiple choice items. The 614 subjects were selected from ten schools. The subjects included 336 teachers from merit salary schools and 278 teachers from single salary schools. The results of the study indicated that there was no significant difference in morale level between schools grouped on the basis of the type of salary schedule.<sup>14</sup>

In a survey of 284 teachers in forty-five schools, Zenser found no significant relationship between the morale of secondary school teachers and the size of the school. No significant relationship was found to exist between the size of secondary schools and teacher attitudes toward the

---

<sup>13</sup>Frederick L. Redefar, "Factors That Affect Teacher Morale," Nation's Schools 63 (February 1959): 59.

<sup>14</sup>Claude Mathis, "The Relationship Between Salary Policies and Teacher Morale," Journal of Educational Psychology 50 (1959): 275, 279.

board of education, administrative policies and practices, supervision, teacher and student relations, the relationship of teachers with parents and the school community, the plant services and equipment, or between the size of secondary schools and the professional and personal attitudes of teachers.<sup>15</sup>

Using the PTO, Francis surveyed vocational teachers in Guilford County, North Carolina. An analysis of the sixty-six responses found no significant differences in teacher morale among teachers in different vocational fields.<sup>16</sup> A comparative study of 114 vocational teachers in Guilford and Johnston Counties, North Carolina, yielded the following findings:

1. Female teachers had higher morale scores than male teachers on two components of the PTO: "satisfaction with teaching" and "teacher status."
2. As the teacher's age increased the mean score on "teacher salary" also increased.
3. A significant relation was found between teaching experience and "satisfaction with teaching" and "teacher load."
4. Of the vocational groups involved, home economics teachers had the highest mean score on the morale dimension "teacher load."
5. White teachers had a higher level of morale than did Negro teachers on five of the ten

---

<sup>15</sup>Ernest M. Zenser, "Teacher Morale and Size of Secondary School" (Ph. D. dissertation, Arizona State University, 1967), Abstract: Dissertation Abstracts 27A: 2862.

<sup>16</sup>Mary Lee Francis, "The Relationship of Selected Factors to Teacher Morale Among Vocational Teachers in Guilford County, North Carolina" (Master's thesis, University of North Carolina at Greensboro, 1968), p. 49.



morale dimensions: "teacher salary," "teacher load," "community support of education," "school facilities and services," and "community pressures."

6. Significant relationships were found between size of school and "teacher rapport with principal," "rapport among teachers," "teacher load," "school facilities and services," "community pressures," and "curriculum issues."
7. There was no relationship between morale and the level of education of the teachers.<sup>17</sup>

The PTO was used in a survey of fifty-one vocational and fifty-one academic teachers to determine if there were any differences in the level of morale of vocational and academic teachers. It was found that morale of academic teachers was significantly higher than that of vocational teachers as measured by the dimensions "teacher rapport with principal," "rapport among teachers," "teacher load," and "community pressures." With the exception of vocational teachers in large schools, morale tended to rise as school size increased.<sup>18</sup>

Bergeth conducted a study of all high school districts in North Dakota whose 1968-69 high school enrollment (grades nine through twelve) was four hundred or less.

---

<sup>17</sup>Mildred B. Johnston, Joseph R. Clary, and William J. Brown, Jr., Selected Factors Associated With Vocational Teacher Morale in Guilford and Johnston Counties, North Carolina (Raleigh: North Carolina Research Coordinating Unit in Occupational Education, 1969), p. 35.

<sup>18</sup>William J. Brown, Jr., and Robert D. Warren, A Comparison of Vocational and Academic Teacher Morale in Johnston County, North Carolina (Raleigh: North Carolina Research Coordinating Unit in Occupational Education, 1969), p. 60.

On the basis of 545 responses, the following conclusions were drawn:

1. Educational preparation, years of teaching experience, and age were significant predictors of morale.
2. Females had higher morale than males on three dimensions of morale: "satisfaction with teaching," "teaching status," and "community support of education."
3. Higher morale was found in schools with low rates of teacher turnover.
4. Teachers from larger schools had significantly higher morale than teachers from smaller schools when "satisfaction with teaching," "teacher status," and "school facilities and services," and total PTO score were used as the criteria.<sup>19</sup>

The developers of the PTO, Rempel and Bentley, used their instrument to study the level of morale of 3075 secondary teachers in sixty Indiana and sixteen Oregon schools. As in other studies, the women were found to have significantly higher morale than men. This study established that the difference could be attributed primarily to two of the components affecting morale--salary and status. The results also indicated a high relationship between salary level and the level of morale. As in previous research there was a gradual progression in the level of morale with increasing age and the number of years of teaching experience. The results also indicated that teachers

---

<sup>19</sup>Robert L. Bergeth, "An Experimental Study of Morale in Selected School Districts of North Dakota" (Ph. D. dissertation, University of North Dakota, 1970), Abstract; Dissertation Abstracts 31A: 538.



holding a master's degree had higher morale than those with the bachelor's degree, with four of the factors showing very significant differences: "satisfaction with teaching," "curriculum issues," "school facilities and services," and "community pressures." Total morale scores showed very little difference when comparisons were made between schools according to size. Factor comparisons revealed that teachers in the largest high schools responded much more favorably to "salary," "curriculum issues," and "school facilities and services" than the teachers in smaller high schools.<sup>20</sup>

From the responses of 238 teachers in schools of two size categories and three grade levels, Gilbert found teacher morale to be independent of the size of school in junior high schools and high schools. No relationship was found between the size of school, level of instruction, or teacher experience and the total scores.<sup>21</sup>

The results of these studies point out that morale can be related to many factors. Findings have varied over

---

<sup>20</sup>Averno M. Rempel and Ralph R. Bentley, "Teacher Morale: Relationship with Selected Factors," Journal of Teacher Education 21 (Winter 1970): 538.

<sup>21</sup>Arthur Richard Gilbert, "A Study of the Relationship Between School Size and Teacher Morale of Selected Schools in New York State" (Ph. D. dissertation, State University of New York at Albany, 1972), Abstract: Dissertation Abstracts International 34A: 1020.

time and from place to place. It was also evident that morale is not a static measurement but is constantly changing.

### School Environment and Teacher Morale

The studies presented in this section pertain to some of the changes that are occurring within the setting in which teaching and learning take place. Change is an inevitable part of the educational scene. Some changes are decreed by law, others are encouraged by changing theories in education. Studies have sought to determine the effect, if any, such changes have on teacher morale.

Using the PTO, Morris sought to determine whether teacher transfer to achieve faculty desegregation affected teacher morale. A comparison was made of the morale of reassigned teachers, newly employed teachers and teachers not reassigned. The following conclusions were reported:

1. Teacher morale was affected by teacher transfer to achieve faculty desegregation.
2. Volunteer transfer teachers made significantly lower morale scores.
3. Overall level of morale for the total group was a little below average.
4. Newly employed teachers were significantly more dissatisfied with their work load than teachers not reassigned.<sup>22</sup>

Morris further reported that six of the factors measured

---

<sup>22</sup>James R. Morris, Jr., "A Study of Teacher Morale As Affected by Teacher Assignment to Achieve Faculty Desegregation" (Ph. D. dissertation, University of Southern Mississippi, 1971), p. 82.

by the PTO were found to contribute mostly to low morale: (1) rapport with principal, (2) satisfaction with teaching, (3) rapport among teachers, (4) teacher salary, (5) curriculum issues, and (6) school facilities.<sup>23</sup>

Perullo investigated the extent to which school climate and selected teacher characteristics interacted to affect teacher morale in fourteen urban elementary schools. Using the PTO, 212 teachers in closed, middle, and open schools were compared. Findings indicated that teachers in closed schools had lower morale. The relationship between morale and teaching experience was linear in open climates and curvilinear in middle and closed climates. No statistically significant differences in morale were found between teachers grouped by sex, age, and faculty size.<sup>24</sup>

A comparison of the morale of teachers in a continuous progress-individualized educational system and the morale of teachers in a conventional curriculum and instructional educational system was made by Lewis. The study was designed to determine if the level of teacher morale was affected by the curriculum and instructional design of the system. Three levels of teachers in each school were compared: beginning, non-tenured, and tenured. Using the

---

<sup>23</sup>Ibid.

<sup>24</sup>Louis Peter Perullo, "A Study of the Relationship Between School Climate and Teacher Morale" (Ph. D. dissertation, Boston School of Education, 1973), p. 151.

responses of 124 teachers in the conventional school and 144 teachers in the continuous progress school the following conclusions were drawn:

1. Morale was affected by curriculum and instructional design.
2. Continuous progress system's teachers were significantly more satisfied with teaching.
3. Continuous progress system's teachers had a significantly higher rapport among teachers.
4. Continuous progress system's teachers were significantly more satisfied with their curriculum.
5. Continuous progress system's teachers were significantly less concerned about community pressures.
6. Continuous progress teachers were significantly more satisfied with their facilities, supplies, and equipment.<sup>25</sup>

In a study of district reorganization in eleven school districts in Sedwich County, Kansas, Snyder attempted to determine the effects of the reorganization on the attitudes of teachers. Within the limits of the study the following conclusions seemed apparent:

1. Teachers planning for school district reorganization tended to perceive desirable working conditions as existing to a greater extent than did teachers currently undergoing reorganization.
2. Teachers who had experienced school district reorganization four years in the past tended to perceive desirable working conditions as existing to a greater extent than did teachers planning for reorganization.
3. Teachers who had experienced school district reorganization four years in the past tended to

---

<sup>25</sup>Daniel Keith Lewis, "A Continuous Progress-Individualized Educational System as Compared to a Conventional Curriculum and Instructional Education System--A Study of Teacher Morale" (Ph. D. dissertation, University of Southern Mississippi, 1972). Abstract: Dissertation Abstracts International 9A: 4743-44.

- perceive desirable working conditions as existing to a greater extent than did teachers currently undergoing reorganization.
4. Teachers who had high morale tended to perceive desirable working conditions as existing to a greater extent than did teachers who had low morale.
  5. Teachers who were older tended to perceive desirable working conditions as existing to a greater extent than did teachers who were younger.<sup>26</sup>

From the review of literature many factors have been identified as influencing teacher morale. Administrative practices and procedures appeared in numerous studies as a key factor in determining teacher morale. Generally if teacher and administrative expectations were in harmony, the chances of higher teacher morale were better.

The most frequently mentioned individual factors reported to be related to the level of teacher morale were salary, sex, marital status, age, level of education, years of teaching experience, school size, and subject area taught. Findings have varied from study to study. The results of these studies confirm the concept that morale is composed of many interdependent, interacting, and changing factors.

The relationship of morale to the setting in which teaching takes place was also examined. These studies indicated that changes occurring in educational systems can affect the morale of teachers.

<sup>26</sup>Freddie Allen Snyder, "Dynamics of Teacher Perceptions Related to Factors Pertinent at School District Reorganization" (Ph. D. dissertation, Oklahoma State University, 1964), pp. 112-13.



### CHAPTER III

#### PROCEDURE

This study was designed to obtain information that would yield a general level of teacher morale as well as sub-scores on selected dimensions of teacher morale. The relationship of school, age, sex, marital status, level of education, years of teaching experience, salary, subject area, and in-service education to the selected dimensions of teacher morale was also ascertained.

#### Participants

The participants in this study were the teachers in the five senior high schools in Burke County, North Carolina. Four of the schools included grades ten through twelve. Of the 175 teachers in the schools, 101 responded to the instrument.

#### Instrument

The PTO was the instrument selected for this study because of its appropriateness to the investigation, its reliability and validity, and its multi-dimensional aspects in measuring morale. The Kuder-Richardson internal consistency reliability coefficients for the categories ranged from .79 to .98, with an overall reliability coefficient of .96. Construct validity was determined by peer judgments

of fellow teachers and principals.<sup>1</sup> This instrument yields a total score indicating the general level of teacher morale and sub-scores for ten dimensions related to teacher morale.

The PTO consisted of one hundred statements related to teacher morale. The statements were divided into ten categories as follows:

1. Teacher rapport with principal
2. Satisfaction with teaching
3. Rapport among teachers
4. Teacher salary
5. Teacher load
6. Curriculum issues
7. Teacher status
8. Community support of education
9. School facilities and services
10. Community pressures

A description of each of the dimensions is included in Appendix A. On each of the one hundred statements, the teacher could check one of the following responses: "agree," "probably agree," "probably disagree," or "disagree." Each dimension had a keyed response with weighted values assigned. When the keyed response was "agree," the weighted values were:

(A) Agree	--4
(PA) Probably Agree	--3
(PD) Probably Disagree	--2
(D) Disagree	--1

---

<sup>1</sup>Ralph R. Bentley and Averno M. Rempel, Manual for the Purdue Teacher Opinionnaire (West Lafayette, Indiana: University Book Store, 1967), pp. 2-3.



When the keyed response was "disagree," the weighted values were:

(D)	Disagree	--4
(PD)	Probably Disagree	--3
(PA)	Probably Agree	--2
(A)	Agree	--1

The respondents were instructed to circle the letters on the answer sheet which most closely approximated their perceptions regarding the educational issues stated in the PTO.

A personal data form was developed and included with the PTO to secure information relating to school, age, sex, marital status, level of education, teaching experience, monthly salary, and teaching field. An item related to in-service education was also included. The respondents were to check the appropriate response.

#### Collection of Data

A letter was sent to the superintendent of the Burke County Schools to obtain permission to conduct the study (Appendix B). A letter from the superintendent stated that the principal of each school could be contacted, and that he and his faculty could decide if they wished to participate. Each of the five principals was called, and an appointment was made to discuss the study. During the meeting with each principal the purposes and values of the

study were discussed. The instrument was examined and questions pertaining to the study were answered. The PTO and personal data forms were left with the principal of each school to distribute to the faculty. The principal used his own discretion as to the way in which materials were distributed. This was necessary because of administrative preferences and the desire to avoid misunderstandings on the part of the teachers. The teachers were instructed to return the forms to the principal's office where they would be collected.

Two follow-up letters were sent to each teacher. The first follow-up request included a self-addressed, stamped envelope. This form also requested individuals choosing not to complete the forms to indicate why they did not. The second follow-up letter reminded the teachers of the purposes of the study and expressed appreciation for their participation (Appendix B). All of the data were collected during April and May, 1974.

#### Analysis of Data

As the PTO and personal data forms were collected, responses were coded for statistical analysis. The descriptive data were summarized and the general level of morale was established. The following scale was used:

10.00-20.00  
20.01-30.00  
30.01-40.00

"low" morale  
"average" morale  
"high" morale

Stanine scores were determined and were compared to the norms established for the PTO. The Multi-Variate Analysis of Variance was also used to analyze the data.

## CHAPTER IV

### ANALYSIS OF DATA

The data for this study concerning teacher morale were obtained from high school teachers in Burke County, North Carolina. The data obtained were analyzed and presented as follows:

1. A description of the teachers who participated in the study grouped according to school, age, sex, marital status, level of education, years of teaching experience, monthly salary, teaching field, and in-service education.
2. The general level of teacher morale for the above groups.
3. Comparison of stanine scores computed for participants of this study with those norms established for the PTO.
4. The relationship of the ten selected dimensions of teacher morale to teacher groupings identified above.

#### Description of Teachers

The population for this study was limited to the teachers in the five senior high schools of Burke County, North Carolina. Of the 175 teachers in these five schools, 101 responded to the instrument. Of the responses to the instrument, ninety-eight were usable and served as the basis for analysis. In response to a follow-up letter, ten additional persons responded that they did not wish to participate. Reasons cited included "lack of time" and "invasion of privacy."

Of the ninety-eight respondents, the majority (62.2 percent) were from the four traditional schools which were planning for consolidation. There were thirty-seven respondents from Freedom High School.

All but seven of the respondents were under fifty years of age. The majority of the teachers (62.2 percent) were thirty-five years of age or younger. The participants included sixty females and thirty-eight males. The majority of the teachers (77.5 percent) were married. Fourteen of the teachers were single, seven were separated or divorced, and one was widowed.

The data requested of the teachers concerning their years of teaching experience were categorized into six levels shown in Table 1. The majority of the teachers (75.5 percent) had less than fifteen years of teaching experience. Twenty-eight of the participants had less than five years of teaching experience.

Data concerning salary were categorized into six levels as shown in Table 1. One teacher did not respond to the question pertaining to monthly salary. Of the ninety-seven teachers who responded to this item, the majority (57.1 percent) received salaries ranging between eight hundred one dollars and one thousand dollars. Only two percent of the teachers received below seven hundred dollars per month.

TABLE 1

NUMBERS AND PERCENTAGES OF VARIABLES REPRESENTING  
BACKGROUND AND PREPARATION OF PARTICIPANTS

<u>VARIABLE</u>	<u>NUMBER OF PARTICIPANTS</u>	<u>PERCENTAGE</u>
<u>School</u>		
Drexel	17	17.3
George Hildebran	4	4.1
Freedom	37	37.8
Hildebran	25	25.5
Valdese	15	15.3
<u>Age</u>		
20-25	19	19.4
26-30	23	23.5
31-35	19	19.4
36-40	16	16.3
41-50	14	14.3
51 or more	7	7.1
<u>Sex</u>		
Female	60	61.2
Male	38	38.8
<u>Marital Status</u>		
Married	76	77.5
Separated or divorced	7	7.1
Single	14	14.3
Widowed	1	1.1
<u>Level of Education</u>		
High school plus experience	3	3.1
Bachelor's degree	42	42.8
Working toward master's degree	22	22.4
Master's degree	8	8.2
Work beyond master's	18	18.4
No response	5	5.1



TABLE 1--Continued  
NUMBERS AND PERCENTAGES OF VARIABLES REPRESENTING  
BACKGROUND AND PREPARATION OF PARTICIPANTS

<u>VARIABLE</u>	<u>NUMBER OF PARTICIPANTS</u>	<u>PERCENTAGE</u>
<u>Years of Teaching Experience</u>		
0-4	28	28.6
5-9	23	23.5
10-14	23	23.5
15-19	11	11.2
20-24	9	9.2
25 and over	4	4.0
<u>Monthly Salary</u>		
Below \$700	2	2.0
\$701-\$800	12	12.2
\$801-\$900	24	24.5
\$901-\$1000	32	32.7
\$1001-\$1100	15	15.3
Above \$1100	12	12.2
No response	1	1.1
<u>Teaching Field</u>		
Academic	67	68.4
Vocational	17	17.2
Other	9	9.3
No response	5	5.1

For the purposes of this study the teachers were grouped into three teaching fields: academic, vocational, and other. The classification "other" included teachers in driver education, guidance, library, and special education. Of the respondents, sixty-seven taught in the academic field, seventeen taught vocational courses, and

nine teachers were classified as "other." Five of the teachers did not respond to this item.

Participants were requested to indicate the highest level of education attained. Twenty-six teachers had attained a master's degree, and twenty-two were working toward a master's degree. At the time of the study, sixty-four of the teachers held a bachelor's degree (Table 1).

The teachers were also asked to respond to the question, "Does the in-service education program offered by the Burke County Schools meet your needs?" Eighty-seven teachers responded to this question. Forty teachers responded affirmatively and forty-seven responded negatively.

#### Level of Morale

For purposes of this study, the level of morale, "low," "average," and "high," based on a four-point scale, was determined for each dimension related to teacher morale. The scale used for each dimension was:

1.000-2.000	"low" morale
2.001-3.000	"average" morale
3.001-4.000	"high" morale

A composite score for the ten dimensions related to teacher morale was as follows:

10.00-20.00	"low" morale
20.01-30.00	"average" morale
30.01-40.00	"high" morale

The discussion which follows is in reference to composite mean morale scores. The relationship of the ten selected dimensions of teacher morale to each of the nine variables--school, age, sex, marital status, level of education, years of teaching experience, monthly salary, teaching field, and in-service education--was studied.

When grouped according to the school in which they taught, those teachers at Valdese High School had the highest mean morale score. The teachers at George Hildebran had the lowest composite score. The groups and their respective scores were as follows:

School	Total mean moral score
Drexel	29.28
Freedom	30.06
George Hildebran	26.53
Hildebran	28.89
Valdese	31.99

The general level of morale was considered in relation to age. The age groupings were as follows:

Age range	Total mean morale score
20-25	28.09
26-30	29.19
31-35	30.07
36-40	30.51
41-50	31.18
Over 50	30.68

The group of teachers with the highest mean morale scores were those between the ages of forty-one and fifty. Those teachers who had the lowest mean morale scores were between the ages of twenty and twenty-five. Female teachers were found to have a higher mean morale score (30.28) than the male teachers (28.93).

To determine the general level of morale teachers were grouped according to marital status. The following groups were formed:

Marital status	Total mean morale score
Divorced	32.03
Married	29.95
Separated	27.23
Single	28.27
Widowed	36.34

The highest score was that of the one respondent who was widowed followed by the group of four participants who were separated.

The teachers were also assigned to groups on the basis of the level of education or amount of academic preparation. The teachers with the least amount of formal education and those with work beyond the master's degree attained the highest mean morale scores. The educational levels and their respective scores were as follows:

Level of education	Total mean morale score
High school plus experience	32.33
Bachelor's degree	29.26
Working toward a master's degree	29.50
Master's degree	29.80
Master's degree plus	31.51

According to the number of years of teaching experience the following six groups were studied:

Number of years of teaching experience	Total mean morale score
0-4	28.88
5-9	28.85
10-14	30.52
15-19	31.32
20-24	31.63
25 and over	28.94

Teachers with ten to twenty-four years of teaching experience had the highest composite mean morale scores. The lowest scores were attained by teachers with zero to nine years of experience and by teachers with twenty-five or more years of teaching experience.

The general level of morale was considered in relation to salary. The group of respondents whose monthly salary was between one thousand one dollars and eleven hundred dollars had the highest mean morale scores. The lowest scores were those of the groups earning between seven hundred one dollars and nine hundred dollars. The salary categories and scores were as follows:

Salary	Total mean morale score
Under \$700	30.29
\$701-\$800	28.47
\$801-\$900	28.90
\$901-\$1000	29.59
\$1001-\$1100	31.51
Over \$1100	31.04

On the basis of teaching field, the teachers were assigned to one of the following groups:

Teaching field	Total mean morale score
Vocation	31.26
Academic	29.46
Other	29.90

Vocational teachers had the highest composite mean morale scores. The lowest score was attained by the teachers classified as academic.

In response to the question, "Does the in-service education program offered by the Burke County Schools meet

your needs?", the group of teachers responding affirmatively had the highest mean morale score (32.07). The group of teachers responding negatively had the lower mean morale score (28.14).

### Stanine Scores

Rempel and Bentley used a stanine system to provide a basis for comparing groups of teachers. The stanine is a nine-point scale of standard scores. Raw scores are converted to scores which range from one (low) to nine (high) with a mean of five and a standard deviation of two. "within the limits imposed by the original score distribution, the transformed stanine scores will conform to the proportions of the normal curve."<sup>2</sup> A school faculty with a level of morale at stanine seven, eight, or nine is well above a school faculty with a level of morale at stanine two, three, or four. When completed the stanine profile compares the morale scores for a group with the norms obtained for 3023 teachers in Indiana and Oregon.<sup>3</sup>

---

<sup>2</sup>Test Service Notebook, no. 23, quoted in Ralph R. Bentley and Averno M. Rempel, Manual for the Purdue Teacher Opinionnaire (West Lafayette, Indiana: University Book Store, 1967), p. 14.

<sup>3</sup>Ralph R. Bentley and Averno M. Rempel, Manual for the Purdue Teacher Opinionnaire (West Lafayette, Indiana: University Book Store, 1967), p. 14.



The following steps were employed in completing the stanine profile:

1. Determination of the number of scores which fell in each of the nine stanines using the score intervals listed in the manual for the PTO.
2. Conversion of the frequencies obtained in each stanine to percentages.
3. Construction of bar graphs representing the obtained percentages alongside the bar stanine graphs for the norms.

Stanine graphs for the dimensions "teacher rapport with principal" (Figure 1), "teacher salary" (Figure 2), "teacher load" (Figure 3), "teacher status" (Figure 4), "community support of education" (Figure 5), "community pressures" (Figure 6), and PTO total score (Figure 7) indicated that the scores for Burke County teachers conformed in distribution to the norm obtained for 3023 teachers in Indiana and Oregon. The one noticeable deviation from the norm was observed with reference to stanine nine scores. With the exception of the dimensions "teacher status" and "community pressures," the Burke County teachers had few scores in stanine nine, "very high."

There were deviations from the norms on four dimensions: (1) "satisfaction with teaching," (2) "rapport among teachers," (3) "curriculum issues," and (4) "school facilities and services." The graphs depicting "satisfaction with teaching" (Figure 8) and "school facilities and services" (Figure 9) indicate that Burke County teachers' scores fell predominantly in the average to low stanine categories with

Figure 1. Percentage Distribution of Teachers by Stanines for PTO--Teacher Rapport with Principal

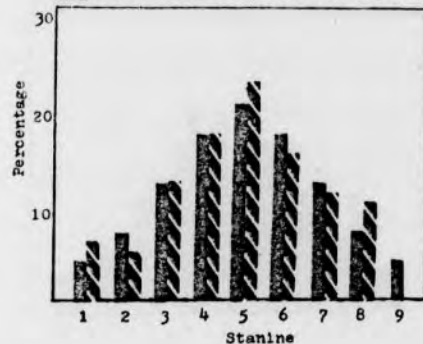


Figure 2. Percentage Distribution of Teachers by Stanines for PTO--Teacher Salary

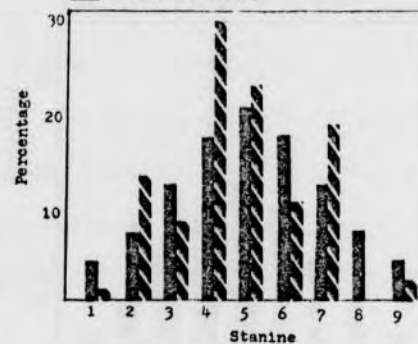


Figure 3. Percentage Distribution of Teachers by Stanines for PTO--Teacher Load

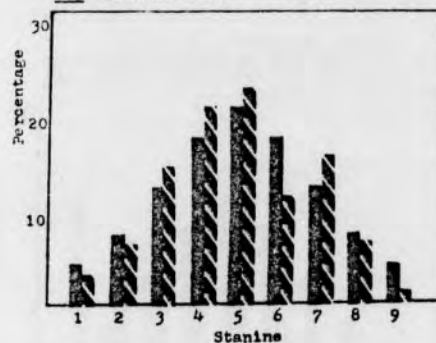


Figure 4. Percentage Distribution of Teachers by Stanines for PTO--Teacher Status

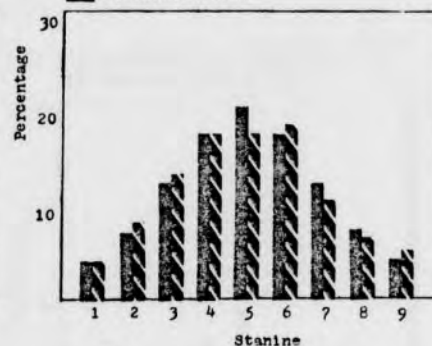


Figure 5. Percentage Distribution of Teachers by Stanines for PTO--Community Support for Education

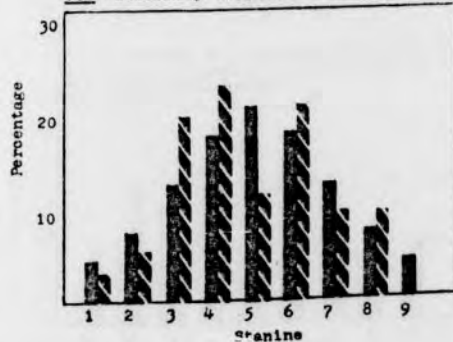


Figure 6. Percentage Distribution of Teachers by Stanines for PTO--Community Pressures

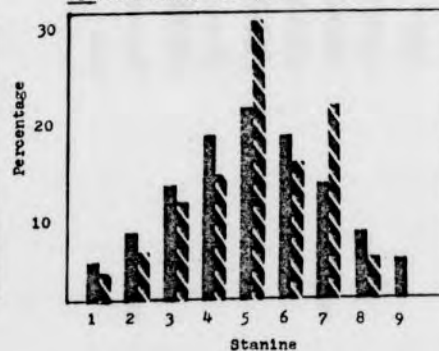


Figure 7. Percentage Distribution of Teachers by Stanines for PTO--Total Scores

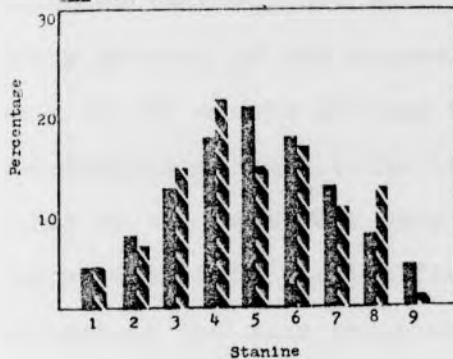


Figure 8. Percentage Distribution of Teachers by Stanines for PTO--Satisfaction with Teaching

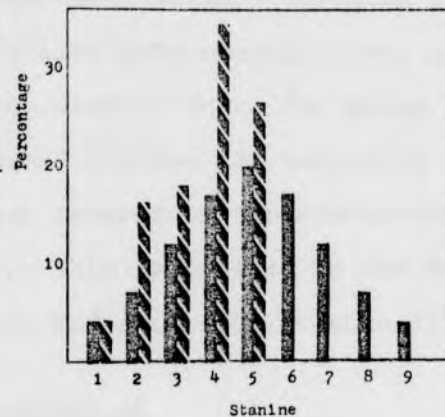


Figure 9. Percentage Distribution of Teachers by Stanines for PTO--School Facilities and Services

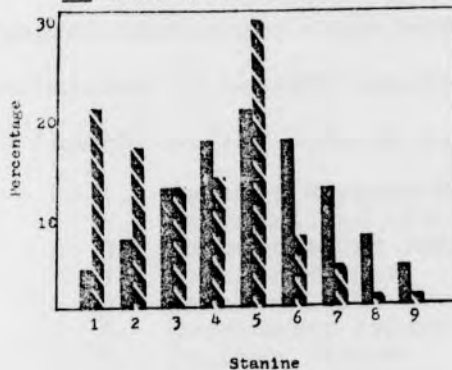


Figure 10. Percentage Distribution of Teachers by Stanines for PTO--Report Among Teachers

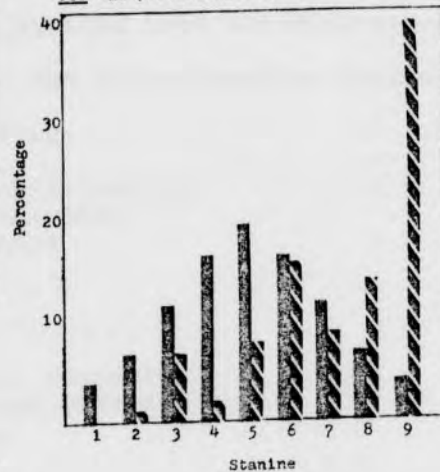
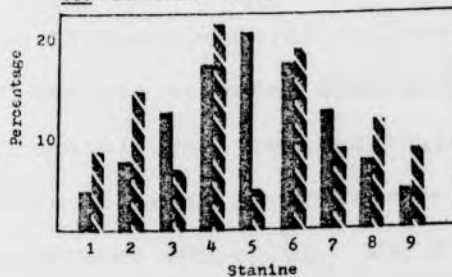


Figure 11. Percentage Distribution of Teachers by Stanines for PTO--Curriculum Issues



Norm  
 N=3023

Sample  
 N=98

few scores above stanine six. The opposite situation occurred for "rapport among teachers" (Figure 10) with over forty percent of the scores falling into stanine nine, and none of the scores falling into stanine one. The graph of the dimension "curriculum issues" (Figure 11) basically conforms to the norm, but only 4.1 percent of the ninety-eight scores fell into stanine five. This is opposed to the twenty percent of the norm group which had scores in stanine five.

#### Relationship of Selected Dimensions of Teacher Morale to Various Factors

Teachers were asked to check their responses to one hundred statements which were divided into ten dimensions pertaining to teacher morale. The ten categories related to teacher morale were as follows:

1. Teacher Rapport With Principal
2. Satisfaction With Teaching
3. Rapport Among Teachers
4. Teacher Salary
5. Teacher Load
6. Curriculum Issues
7. Teacher Status
8. Community Support of Education
9. School Facilities and Services
10. Community Pressures

The discussion which follows includes an analysis of each of the ten selected dimensions of teacher morale in relation to school, age, sex, marital status, level of education, years of teaching experience, salary, teaching field, and in-service education. The Multi-Variate Analysis of Variance program was used to determine whether significant

differences existed between the dimensions of teacher morale and each of the nine variables. Findings were considered significant at the .05 level of significance.

#### Relationship of Selected Dimensions of Teacher Morale to School

A significant difference at the .01 level was found among teachers in the different schools in relation to the dimension "curriculum issues" (Table 2). There was a significant difference among teachers in the different schools at the .05 level for the dimension "teacher salary" and "community support for education." An examination of the means revealed high levels of morale in relation to "teacher rapport with principals," "rapport among teachers," "satisfaction with teaching," "teacher load," and "community pressures." The lowest level of morale was in relation to "school facilities and services."

#### Relationship of Selected Dimensions of Teacher Morale to Age

The data in Table 2 appear to indicate that there is a significant relationship between age and the morale dimension of "teacher rapport with principal." The total means revealed that morale scores were high on the dimensions "teacher rapport with principal," "satisfaction with teaching," "rapport among teachers," "teacher load," and "community pressures." The lowest level of morale was found in relation to "school facilities and services."

Relationship of Selected Dimensions of  
Teacher Morale to Sex

A significant relationship at the .05 level was found between male and female teachers in relation to the dimensions "teacher salary" and "teacher status" (Table 2). Examination of means for sex revealed that scores for both male and female were high in relation to "teacher rapport with principal," "satisfaction with teaching," "rapport among teachers," "teacher load," "teacher status," and "community pressures." For both males and females the lowest level of morale was in relation to the dimension "school facilities and services."

Relationship of Selected Dimensions of  
Teacher Morale to Marital Status

A significant relationship was found between marital status and two morale dimensions, "teacher salary" and "teacher load" (Table 2). A high level of morale was found among all teachers in relation to "satisfaction with teaching," "rapport among teachers," "teacher load," and "community pressures." The lowest level of morale was in relation to "school facilities and services."

Relationship of Selected Dimensions of  
Teacher Morale to Educational Level

There were no statistically significant relationships between the educational level of teachers and the morale dimensions as measured by the PTO. An examination



TABLE 2  
THE RELATIONSHIP OF SELECTED DIMENSIONS OF TEACHER MORALE TO  
SCHOOL, AGE, SEX, MARITAL STATUS, LEVEL OF EDUCATION

	SCHOOL		AGE		SEX		MARITAL STATUS		LEVEL OF EDUCATION	
	F VALUE	TOTAL MEAN	F VALUE	TOTAL MEAN	F VALUE	TOTAL MEAN	F VALUE	TOTAL MEAN	F VALUE	TOTAL MEAN
Teacher rapport with principal	1.251	3.08	4.338**	3.11	0.114	3.07	2.706	2.58	1.044	3.03
Satisfaction with teaching	1.363	3.17	0.944	3.18	0.861	3.19	0.429	3.24	0.841	3.18
Rapport among teachers	0.928	3.75	0.246	3.76	2.653	3.73	0.782	3.69	0.781	3.72
Teacher salary	3.445*	2.49	1.201	2.60	4.401*	2.51	3.156*	2.39	1.781	2.55
Teacher load	1.811	3.17	2.271	3.16	1.993	3.12	3.369*	3.08	1.186	3.13
Curriculum issues	12.494**	2.59	0.636	2.86	1.291	2.82	0.612	2.95	0.645	2.94
Teacher status	2.328	2.89	0.547	2.89	4.515*	3.32	0.272	2.89	1.779	2.91
Community support of education	3.153*	2.86	1.825	2.91	0.045	2.89	2.613	2.85	1.492	2.99
School facilities and services	1.318	2.04	1.622	2.18	0.039	2.12	0.399	2.07	0.638	2.15
Community pressures	0.273	3.33	0.691	3.31	1.528	3.30	0.771	3.29	1.804	3.37

\*Significant at the .05 level

\*\*Significant at the .01 level

of the means revealed that teachers of all educational levels had high levels of morale in relation to "teacher rapport with principal," "satisfaction with teaching," "rapport among teachers," "teacher load," and "community pressures." The lowest level of morale was found on the dimension "school facilities and services."

Relationship of Selected Dimensions of  
Teacher Morale to Years of Teaching Experience

The relationship between teacher morale and years of teaching experience was significant for one of the morale dimensions measured--"teacher load" (Table 3). The teachers had a high level of morale in relation to "teacher rapport with principal," "satisfaction with teaching," "rapport among teachers," "teacher load," and "community pressures." The lowest level of morale was in relation to "school facilities and services."

Relationship of Selected Dimensions of  
Teacher Morale to Salary

The data in Table 3 indicate a significant relationship between salary and "school facilities and services." Regardless of salary the teachers had a high level of morale on five of the dimensions of morale--"teacher rapport with principal," "satisfaction with teaching," "rapport among teachers," "teacher load," and "community pressures." The lowest level of morale was in relation to the dimension "school facilities and services."

Relationship of Selected Dimensions of  
Teacher Morale to Teaching Field

There were no significant relationships reported in the data as presented in Table 3 between morale dimensions and the teaching field. The relationship between teaching field and "teacher rapport with principal" was approaching significance at the .05 level. Vocational teachers had the highest composite mean morale score. All of the teachers had high levels of morale on six of the morale dimensions: (1) "teacher rapport with principal," (2) "satisfaction with teaching," (3) "rapport among teachers," (4) "teacher load," (5) "community support of education," and (6) "community pressures." The lowest level of morale was in relation to "school facilities and services."

Relationship of Selected Dimensions of  
Teacher Morale to In-service Education

Significant relationships were found between responses to the question, "Does the in-service education program offered by the Burke County Schools meet your needs?", and nine of the ten morale dimensions. The only dimension not significantly related was "community pressures" (Table 3). The lowest level of morale was found in relation to the dimension "school facilities and services."

The findings of this study were in agreement with the findings reported in the review of literature by Schultz; Johnson, Clary, and Brown; and Bentley and Rempel in that

TABLE 3

THE RELATIONSHIP OF SELECTED DIMENSIONS OF TEACHER MORALE TO YEARS OF TEACHING EXPERIENCE,  
SALARY, TEACHING FIELD, AND IN-SERVICE EDUCATION

DIMENSION	YEARS OF TEACHING EXPERIENCE		SALARY		TEACHING FIELD		IN-SERVICE EDUCATION	
	F VALUE	TOTAL MEAN	F VALUE	TOTAL MEAN	F VALUE	TOTAL MEAN	F VALUE	TOTAL MEAN
Teacher rapport with principal	2.283	3.12	1.635	3.23	2.481	3.20	7.540**	3.09
Satisfaction with teaching	0.560	3.18	0.833	3.21	0.677	3.17	3.824*	3.19
Rapport among teachers	0.252	3.76	1.070	3.73	0.955	3.79	4.543*	3.74
Teacher salary	1.805	2.58	1.612	2.59	1.240	2.66	4.948*	2.55
Teacher load	2.853*	3.21	1.490	3.12	0.622	3.18	9.050**	3.07
Curriculum issues	0.389	2.81	0.430	2.90	2.438	3.58	5.465**	2.89
Teacher status	0.927	2.89	0.273	2.89	0.815	2.99	5.742**	2.87
Community support of education	1.856	2.93	1.220	2.81	1.243	3.01	7.642**	2.91
School facilities and services	1.666	2.33	2.811	2.24	0.850	2.11	5.399**	2.15
Community pressures	0.336	3.33	0.559	3.29	0.170	3.31	1.341	3.28

\*Significant at the .05 level

\*\*Significant at the .01 level

female teachers had a higher level of morale than male teachers. The findings also agreed with Schultz's findings that length of teaching experience and amount of academic preparation did not appear to be factors that significantly affect teacher morale.

## CHAPTER V

### SUMMARY AND IMPLICATIONS

Evidence has indicated that schools with high teacher morale also have superior instruction which contributes to more effective learning. One of the first steps toward creating this environment is the identification of those factors which affect teacher morale.

#### The Problem

The primary purpose of this study was to determine the relationship of selected factors to teacher morale among teachers in the five senior high schools in Burke County, North Carolina. The study was designed to determine the general level of morale of the teachers; compare teachers' perceptions of ten selected dimensions; compare this particular group of teachers to the norms established for the instrument used; and examine the relationship of the selected dimensions related to teacher morale to school, age, sex, marital status, level of education, years of teaching experience, salary, teaching field, and in-service education. An analysis of the findings of this study could be of value to school administrators, supervisors, principals, and teachers who are concerned with improving education.



The hypotheses tested in this study were:

1. There are no significant relationships in teachers' morale scores as measured by the PTO when compared by: (1) school, (2) age, (3) sex, (4) marital status, (5) level of education, (6) years of teaching experience, (7) salary, (8) teaching fields, and (9) in-service education.
2. There are no significant relationships in teachers' morale scores among the following dimensions of the PTO: (1) teacher rapport with principal, (2) satisfaction with teaching, (3) rapport among teachers, (4) teacher salary, (5) teacher load, (6) curriculum issues, (7) teacher status, (8) community support of education, (9) school facilities and services, and (10) community pressures.

#### Assumptions

The basic assumptions made in relation to this study were:

1. High morale is related to quality teaching.
2. Indications of the presence and absence of morale can be observed and recorded.
3. Teachers are willing to respond to statements pertaining to their perceptions of self and certain educational issues.
4. The respondents will record their emotional reactions honestly.

#### Limitations

Since this study was limited to the senior high school teachers in Burke County, North Carolina, the findings of this study apply only to these teachers. The description of morale was limited to those factors contained in the PTO. An additional limitation was the variety of circumstances under which the instrument was administered.

### Study Design

The PTO was selected as the instrument to measure teacher morale among the teachers in Burke County, North Carolina. On each of the one hundred statements of the opinionnaire, the teachers were asked to respond to the statements by circling one of four responses: "agree," "probably agree," "probably disagree," or "disagree." Personal data forms were included for securing personal data information.

The PTO, personal data forms, and instructions were distributed to the teachers in each of the five schools. In two of the schools the forms were placed in the individual's mailbox, and in three of the schools the forms were distributed during a regularly scheduled faculty meeting.

The data were coded for statistical computation. The Multi-Variate Analysis of Variance program was used to determine significant relationships between teacher morale and nine variables: school, age, sex, marital status, level of education, years of teaching experience, salary, teaching field, and in-service education.

### Major Findings

Within the limitations imposed by the small percentage of responses, the major findings of this study of the relationship of selected factors to teacher morale among teachers in Burke County, North Carolina were:

1. The majority of the teachers were under thirty-five

years of age. All but seven of the respondents were under fifty years of age.

2. The majority of the teachers in this study were females. Thirty-eight of the participants were male.
3. The majority of the teachers were married. Fourteen teachers were single, seven were separated or divorced, and one was widowed.
4. Over one-half of the teachers had completed work beyond the bachelor's degree. Forty-two teachers held a bachelor's degree, twenty-two were working toward a master's degree, eight held a master's degree, and eighteen had completed work beyond the master's level.
5. The majority of the teachers in this study received a salary of eight hundred one dollars to one thousand dollars per month. Only two percent of the teachers earned less than seven hundred dollars.
6. The majority of the teachers taught academic or general subjects. Seventeen teachers taught vocational courses.
7. Three-fourths of the participants in this study had less than fifteen years of teaching experience. Of the participants, twenty-eight had less than five years of teaching experience.
8. In response to the question, "Does the in-service education program offered by the Burke County Schools meet your needs?", forty of the eighty-seven respondents

answered affirmatively, forty-seven responded negatively.

9. Using the stanines as a basis for comparison, the teachers of this study with respect to "satisfaction with teaching" and "school facilities and services" seemed to indicate a lower level of morale than the norm. With respect to the dimension "rapport among teachers" the participants of this study appeared to have a higher level of morale than the norm.
10. A significant relationship was found between school and the dimensions "curriculum issues," "teacher salary," and "community support for education."
11. A significant relationship was found between age and the dimension of "teacher rapport with principal."  
Highest mean morale scores on all ten dimensions were attained by teachers who were between forty-one and fifty years of age.
12. A significant relationship was found between male and female teachers in relation to "teacher salary" and "teacher status." Female teachers had higher morale scores than male teachers on these dimensions. The composite mean morale score for all morale dimensions was higher for female teachers (30.28) than it was for male teachers (28.93).
13. A significant relationship was found between marital status and two morale dimensions: "teacher salary" and "teacher load."

14. There were no statistically significant relationships between the educational level of teachers and morale dimensions as measured by the PTO.
15. A significant relationship was found between salary and "school facilities and services." Teachers earning between one thousand one dollars and eleven hundred dollars had the highest composite mean morale score.
16. There were no significant relationships in teacher morale among teachers and teaching field. Vocational teachers had the highest composite morale score.
17. The relationship between years of experience and teacher morale was significant for one of the morale dimensions measured, "teacher load." Teachers with five to nine years of teaching experience had the lowest mean morale score (28.85), and teachers with twenty to twenty-four years of teaching experience had the highest score (31.63).
18. The relationship between in-service education and teacher morale was significant for nine of the ten morale dimensions measured. Those teachers who felt that the in-service program offered by the county met their needs had a higher composite mean morale score than those teachers who thought the in-service program did not meet their needs.
19. An examination of means revealed that the lowest levels



of morale were in relation to the dimension "school facilities and services."

### Implications

The implications resulting from this study may provide a frame of reference for planning school programs. Implications drawn from this study are grouped into two categories: (1) school program, and (2) further research.

School Program. A knowledge of the factors affecting teacher morale could be of value in the planning of school programs. The school administrators, supervisors, and principals could use some of the factors which affect teacher morale in determining where possible changes could be made in the existing school programs. The data indicate significant relationships between school and curriculum issues, age and teacher rapport with principal, marital status and teacher load, and salary and school facilities and services. Lowest levels of morale were found in relation to "school facilities and services."

Periodic evaluations of the existing status of morale could be of value to school supervisors, administrators, and teachers themselves, in helping them to determine where changes need to be made in the school program in order to improve the existing level of morale. Changes in the school program that could improve the level of teacher morale could be recommended on the basis of such an evaluative study.



A knowledge of the status of teacher morale could be of value in planning pre-service and in-service programs for teachers. The areas of needed improvement could be identified and possibly improved through planning and co-operation among those concerned. This study appeared to indicate that there was a strong relationship between teachers' opinions of the adequacy of in-service programs and the level of morale.

Further Study. 1. Further research is needed to give information concerning the questions raised in this study.

What factors of in-service education programs are related to high levels of teacher morale?

What is the relationship between a school's facilities and services and an individual's satisfaction with teaching?

What is the relationship between a community's support for education and an individual's satisfaction with teaching?

2. It is recommended that consideration be given to the following:

Differences in the level of morale between teachers involved in different types of in-service education programs.

Differences in the elements of a school's facilities and services that are related to an individual's satisfaction with teaching.

Differences in the factors that teachers interpret as a community's support for education.

Identifying the factors that are related to teacher morale could provide the basis for improving the teaching-learning environment. Periodic evaluations of the level of morale could enable administrators and teachers to work through dissatisfactions before they become major problems.

## BIBLIOGRAPHY

## BIBLIOGRAPHY

1. Journal of the American Medical Association, 1937, 104, 104-105.

2. Journal of the American Medical Association, 1937, 104, 104-105.

## BIBLIOGRAPHY

3. Journal of the American Medical Association, 1937, 104, 104-105.

## BIBLIOGRAPHY

4. Journal of the American Medical Association, 1937, 104, 104-105.

5. Journal of the American Medical Association, 1937, 104, 104-105.

6. Journal of the American Medical Association, 1937, 104, 104-105.

7. Journal of the American Medical Association, 1937, 104, 104-105.

8. Journal of the American Medical Association, 1937, 104, 104-105.

9. Journal of the American Medical Association, 1937, 104, 104-105.

10. Journal of the American Medical Association, 1937, 104, 104-105.

11. Journal of the American Medical Association, 1937, 104, 104-105.

## BIBLIOGRAPHY

## A. BOOKLETS

Bentley, Ralph, and Rempel, Averno M. Manual for the Purdue Teacher Opinionnaire. West Lafayette, Indiana: University Book Store, 1967.

Test Service Notebook, no. 23. Quoted in Ralph Bentley and Averno M. Rempel, Manual for the Purdue Teacher Opinionnaire, p. 14. West Lafayette, Indiana: University Book Store, 1967.

## B. PERIODICALS

Anderson, Lester. "Teacher Morale and Student Achievement." Journal of Educational Research 46 (May 1953): 693-98.

Bidwell, Charles E. "The Administrative Role and Satisfaction In Teaching." Journal of Educational Sociology 29 (September 1955): 41-47.

Cause, Sue. "Freedom High School Hums." North Carolina Public Schools 38 (Winter 1974): 4-6.

Chase, F. S. "Factors for Satisfaction in Teaching." Phi Delta Kappan 33 (November 1951): 127-32.

Ellenburg, F. C. "Factors Affecting Teacher Morale." Educational Digest 38 (March 1973): 5-8.

Hand, Harold C. "What Makes for High Teacher Morale?" Educational Leadership 5 (January 1948): 279-80.

Harap, Henry. "Many Factors Affect Teacher Morale." Nation's Schools 63 (June 1959): 55-57, 75.

Hedlund, Paul A. and Brown, Foster S. "Conditions That Lower Teacher Morale." Nation's Schools 48 (September 1951): 40-42.

Juckett, Edwin. "Staff Morale." Bulletin of the National Association of Secondary School Principals 34 (December 1950): 158-66.

- Mathis, Claude. "The Relationship Between Salary Policies and Teacher Morale." Journal of Educational Psychology 50 (1959): 275-79.
- Owens, R. G. and Steinhoff, C. R. "Strategies for Improving Inner City Schools." Phi Delta Kappan 50 (January 1969): 259-63.
- Redefer, Frederick L. "Factors That Affect Teacher Morale." Nation's Schools 63 (February 1959): 59-62.
- Redefer, Frederick L. "Teacher Morale and the Quality of Education." Nation's Schools 59 (February 1957): 53-55.
- Rempel, Averno M. and Bentley, Ralph R. "Teacher Morale: Relationship with Selected Factors." Journal of Teacher Education 21 (Winter 1970): 534-39.
- Schultz, Raymond. "Keeping Up Teacher Morale." Nation's Schools 23 (October 1952): 53-56.
- Wood, Charles L. "The Principal and Faculty Morale." Journal of Secondary Education 43 (December 1968): 353-58.

#### C. RESEARCH REPORTS

- Brown, William J. and Warren, Robert D. A Comparison of Vocational and Academic Teacher Morale in Johnston County, North Carolina. Raleigh: North Carolina Research Coordinating Unit in Occupational Education, (1969).
- Johnson, Mildred B.; Clary, Joseph R.; and Brown, William J., Jr. Selected Factors Associated With Vocational Teacher Morale in Guilford and Johnston Counties, North Carolina. Raleigh: North Carolina Research Coordinating Unit in Occupational Education, (1969).

#### D. UNPUBLISHED MATERIALS

- Bergeth, Robert L. "An Experimental Study of Teacher Morale in Selected School Districts of North Dakota." Ph. D. dissertation, University of North Dakota, 1970.  
Abstract: Dissertation Abstracts 31A: 6293.

- Francis, Mary Lee. "The Relationship of Selected Factors to Teacher Morale Among Vocational Teachers in Guilford County, North Carolina." Master's thesis, University of North Carolina at Greensboro, 1968.
- Gilbert, Arthur Richard. "A Study of the Relationship Between School Size and Teacher Morale of Selected Schools in New York State." Ph. D. dissertation, State University of New York at Albany, 1972. Abstract: Dissertation Abstracts International 34A: 1020.
- Lewis, Daniel Keith. "A Continuous Progress-Individualized Educational System As Compared to a Conventional Curriculum and Instructional Educational System--A Study of Teacher Morale." Ph. D. dissertation, University of Southern Mississippi, 1972. Abstract: Dissertation Abstracts International 33A: 4743-44.
- McKenna, Lawrence Edward. "A Study of the Relationships Between Teacher Morale and Knowledge of Sumner County School System in Tennessee." Master's thesis, Austin Peay State University, 1971.
- Morris, James R., Jr. "A Study of Teacher Morale As Affected by Teacher Assignment to Achieve Faculty Desegregation." Ph. D. dissertation, University of Southern Mississippi, 1971.
- Napier, Thomas Gayle. "Teacher Morale." Ph. D. dissertation, University of Nebraska Teachers College, 1966.
- O'Conner, William Francis, Jr. "A Study of Some Selected Factors Related to Teacher Morale." Ph. D. dissertation, Cornell University, 1958. Abstract: Dissertation Abstracts 19: 1277.
- Perullo, Louis Peter. "A Study of the Relationship Between School Climate and Teacher Morale." Ph. D. dissertation, Boston School of Education, 1973.
- Snyder, Freddie Allen. "Dynamics of Teacher Perceptions Related to Factors Pertinent to School District Reorganization." Ph. D. dissertation, Oklahoma State University, 1964.
- Zenser, Ernest M. "Teacher Morale and Size of Secondary School." Ph. D. dissertation, Arizona State University, 1967. Abstract: Dissertation Abstracts 27A: 2862.



## APPENDICES

## DESCRIPTION OF THE DIMENSIONS OF TEACHER MORALE

Dimension 1 - "Teacher's Beliefs and Attitudes" refers to the teacher's feelings about the profession, the school, the students, the interest in teaching, and the ability to communicate, and the ability to work with others.

Dimension 2 - "Satisfaction with Teaching" refers to the teacher's relationship with students and parents, and satisfaction with teaching. According to this variable, the teacher's satisfaction with teaching is based on the teacher's job, salary, and conditions, and the teacher's job satisfaction is based on the teacher's job satisfaction.

Dimension 3 - "Teacher's Social Behavior" refers to a teacher's relationship with other teachers. This dimension includes the teacher's social behavior, and the teacher's social behavior is based on the teacher's social behavior, and the teacher's social behavior is based on the teacher's social behavior.

### APPENDIX A

#### Description of the Dimensions of Teacher Morale

The teacher's morale is a complex phenomenon that is influenced by many factors. The teacher's morale is a complex phenomenon that is influenced by many factors. The teacher's morale is a complex phenomenon that is influenced by many factors. The teacher's morale is a complex phenomenon that is influenced by many factors.

The teacher's morale is a complex phenomenon that is influenced by many factors. The teacher's morale is a complex phenomenon that is influenced by many factors. The teacher's morale is a complex phenomenon that is influenced by many factors. The teacher's morale is a complex phenomenon that is influenced by many factors.

The teacher's morale is a complex phenomenon that is influenced by many factors. The teacher's morale is a complex phenomenon that is influenced by many factors. The teacher's morale is a complex phenomenon that is influenced by many factors. The teacher's morale is a complex phenomenon that is influenced by many factors.

The teacher's morale is a complex phenomenon that is influenced by many factors. The teacher's morale is a complex phenomenon that is influenced by many factors. The teacher's morale is a complex phenomenon that is influenced by many factors. The teacher's morale is a complex phenomenon that is influenced by many factors.

### DESCRIPTION OF THE DIMENSIONS OF TEACHER MORALE

Dimension 1 - "Teacher Rapport with Principal" deals with the teacher's feelings about the principal--his professional competency, his interest in teachers and their work, his ability to communicate, and his skill in human relations.

Dimension 2 - "Satisfaction with Teaching" pertains to teacher relationships with students and feelings of satisfaction with teaching. According to this variable, the high morale teacher loves to teach, feels competent in his job, enjoys his students, and believes in the future of teaching as an occupation.

Dimension 3 - "Rapport Among Teachers" focuses on a teacher's relationships with other teachers. The items here solicit the teacher's opinion regarding the cooperation, preparation, ethic, influence, interests, and competency of his peers.

Dimension 4 - "Teacher Salary" pertains primarily to the teacher's feeling about salaries and salary policies. Are salaries based on teacher competency? Do they compare favorably with salaries in other school systems? Are salary policies administered fairly and justly, and do teachers participate in the development of these policies?

Dimension 5 - "Teacher Load" deals with such matters as record-keeping, clerical work, "red tape," community demands on teacher time, extra-curricular load, and keeping up to date professionally.

Dimension 6 - "Curriculum Issues" solicits teacher reactions to the adequacy of the school program in meeting student needs, in providing for individual differences, and in preparing students for effective citizenship.

Dimension 7 - "Teacher Status" samples feelings about prestige, security, and benefits afforded by teaching. Several of the items refer to the extent to which the teacher feels he is an accepted member of the community.

Dimension 8 - "Community Support of Education" deals with the extent to which the community understands and is willing to support a sound educational program.

Dimension 9 - "School Facilities and Services" has to do with the adequacy of facilities, supplies and equipment, and the efficiency of the procedures for obtaining materials and services.

Dimension 10 - "Community Pressures" gives special attention to community expectation with respect to the teacher's personal standards, his participation in outside-school activities, and his freedom to discuss controversial issues in the classroom.<sup>1</sup>

---

<sup>1</sup>Ralph R. Bentley and Averno M. Rempel, Manual for the Purdue Teacher Opinionnaire (West Lafayette, Indiana: University Book Store, 1967), p. 4.

## APPENDIX B

Letter of Introduction  
First Follow-up Letter  
Follow-up Letter of Appreciation

Route 2, Box 50  
Claremont, North Carolina 28610  
March 7, 1974

Dr. Charles Weaver, Superintendent  
Burke County Schools  
Morganton, North Carolina

Dear Dr. Weaver:

As a graduate student in Home Economics Education at the University of North Carolina at Greensboro, I am conducting a thesis study to identify factors concerning teacher morale. The Burke County schools provide a unique environment for conducting such a study. I am seeking permission to administer a questionnaire to all teachers of grades nine through twelve in the five county schools. I would prefer to administer the questionnaires during a faculty meeting sometime during late March or early April. The questionnaire would require approximately thirty minutes to complete.

From this study I hope to discover how teachers view the changes that are presently underway in the county. If there is any additional information that the county would like to obtain, this could be included on the data sheet.

Enclosed is a copy of the plan of the study, the questionnaire, and the data sheet that will be used in the study. I would be happy to meet with you if you have any questions regarding the study.

Your cooperation and assistance would be greatly appreciated. Upon your approval, I would contact each of the principals of the schools involved and arrange a convenient time for administering the questionnaires in the individual schools. I shall be happy to provide a summary of the findings of the study.

Sincerely,

Ava A. Brendle

AAB:ab

Enclosures: 3



May 20, 1974

Dear Teacher:

As a follow-up on the Purdue Teacher Opinionnaire you were recently asked to complete, please check the appropriate response:

\_\_\_\_\_ I have completed and returned the PTO and the personal data form.

\_\_\_\_\_ I did not complete the PTO but I returned the blank copy.

\_\_\_\_\_ I will complete and return the PTO and personal data sheet by \_\_\_\_\_.

\_\_\_\_\_ I do not intend to complete the PTO but I will return the blank copy.

If you did not or do not plan to complete the PTO, please indicate below why you did not.

If you wish to complete the PTO but do not have a copy, please indicate below an address to which a copy may be mailed. Your participation will enhance the usefulness of the study's results.

Please use the enclosed addressed, postage paid envelope for returning this report or the PTO and personal data sheet.

Sincerely,

Ava A Brendle

Please return by May 31, 1974

June 4, 1974

Dear \_\_\_\_\_:

Enclosed is a note of appreciation for each of the teachers in your school for their participation in the research I am doing in partial fulfillment for a Master of Science degree at the University of North Carolina at Greensboro. I would appreciate it if you would have a copy placed in each teacher's mailbox.

Thank you for your cooperation. Without your help this study would not have been possible.

Sincerely,

Ava A. Brendle

June 4, 1974

Dear Teacher:

Thank you for your participation in completing the personal data forms and the Purdue Teacher Opinionnaire. Your responses will enhance the value of the study I am doing in partial fulfillment of the requirements for a Master of Science degree at the University of North Carolina at Greensboro. The data will be used to determine the overall level of morale of the teachers in Burke County and to compare that level with the national norms established by the PTO.

If in closing out the school year you find a copy of the personal data form or the PTO, please return it to:

Dr. Mildred Johnson  
School of Home Economics  
University of North Carolina  
Greensboro, North Carolina 27412

If you overlooked completing the forms, I would greatly appreciate if you would do so before returning it. You are the only one who can provide the data for this study.

Sincerely,

Ava A. Brendle

AAB-c

# APPENDIX C

## Personal Data Form

## FOREWORD

Please complete the following forms by checking or circling the appropriate response. Do not be reluctant to express your "true" opinions as you will not be identified. The data collected will be analyzed by categories, thus assuring individuals' anonymity.

The information requested is in two parts:

1. Personal data--this data will be used to identify the kinds of responses by different groups of people.
2. Teacher Opinions--this data will be used to determine the perceptions of teachers regarding certain issues in education. Please place your answers on the separate sheet.

## Personal Data

Instructions: Please place a check in the blank preceding the appropriate response. Numbers before responses are for computational purposes only.

## A. School

- (1) ☐ Drexel
- (2) ☐ Freedom
- (3) ☐ George Hildebran
- (4) ☐ Hildebran
- (5) ☐ Valdese

## B. Age

- (1) ☐ 20-25
- (2) ☐ 26-30
- (3) ☐ 31-35
- (4) ☐ 36-40
- (5) ☐ 41-50
- (6) ☐ 51-60
- (7) ☐ over 60

## C. Sex

- (1) ☐ Male
- (2) ☐ Female

## D. Marital status

- (1) ☐ Divorced
- (2) ☐ Married
- (3) ☐ Separated
- (4) ☐ Single
- (5) ☐ Widowed

## E. Years of teaching experience

- (1) ☐ 0-4
- (2) ☐ 5-9
- (3) ☐ 10-14
- (4) ☐ 15-19
- (5) ☐ 20-24
- (6) ☐ over 25

## F. Monthly salary

- (1) ☐ below \$600
- (2) ☐ \$601-\$700
- (3) ☐ \$701-\$800
- (4) ☐ \$801-\$900
- (5) ☐ \$901-\$1000
- (6) ☐ \$1001-\$1100
- (7) ☐ \$1101 and over

## G. Teaching field:

## Vocational

- (1) ☐ agriculture
- (2) ☐ business
- (3) ☐ distributive education
- (4) ☐ home economics
- (5) ☐ introduction to vocations
- (6) ☐ trade and industry

## General

- (7) ☐ English
- (8) ☐ foreign language
- (9) ☐ math
- (10) ☐ music
- (11) ☐ physical education
- (12) ☐ science
- (13) ☐ social studies

## Other

- (14) ☐ administration
  - (15) ☐ art
  - (16) ☐ drama
  - (17) ☐ driver education
  - (18) ☐ guidance
  - (19) ☐ library
  - (20) ☐ other
- (specify) \_\_\_\_\_

## H. Level of education

(check highest attained)

- (1) ☐ high school  
equivalency plus  
experience
- (2) ☐ high school plus  
experience
- (3) ☐ associate degree  
in technical  
education
- (4) ☐ bachelor's degree
- (5) ☐ bachelor's degree  
and working  
toward masters
- (6) ☐ masters degree
- (7) ☐ masters degree  
plus additional  
hours

I. Does the in-service  
education program  
offered by the Burke  
County Schools meet  
your needs?

- (1) ☐ Yes
- (2) ☐ No